

Standard 3-4: The student will demonstrate an understanding of the events that led to the Civil War, the course of the War and Reconstruction, and South Carolina's role in these events.

3.4.1 Compare the conditions of daily life for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the free and the enslaved African Americans. (H, E)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In Kindergarten, students compared the daily lives of children and their families in the United States in the past with the daily lives of children and their families today (K-1.1).

In first grade, students compared the daily lives of families across the world (1-1.4) and identified ways that government affects the daily lives of families and individuals in the United States (1-3.3).

The concept of the daily life of different classes in South Carolina is a new concept in third grade. Previously, in 3rd grade, students learned about the daily lives of African American slaves during the settlement of the United States (3-2.7). Later in the 3rd grade, students will learn how different classes were affected by the Civil War (3-4.5).

In the 8th grade, students will compare the attitudes of the unionists, cooperationists, and secessionists in South Carolina and summarize the reasons that the members of the South Carolina secession convention in 1860 voted unanimously to secede from the Union (8-3.4). Students will compare the effects of the Civil War on daily life in South Carolina, including the experiences of plantation owners, women, Confederate and Union soldiers, African Americans, and children (8-3.6). Students will also summarize Reconstruction in South Carolina and its effects on daily life in South Carolina, including the experiences of plantation owners, small farmers, freedmen, women, and northern immigrants (8-4.2).

In United States History and Constitution, students will summarize the progress made by African Americans during Reconstruction and the subsequent reversals brought by Reconstruction's end, including the creation of the Freedmen's Bureau, gains in educational and political opportunity, and the rise of anti-African American factions and legislation (USHC-4.5).

It is essential for students to know

The central idea of this indicator is that there are different social classes in every society. Historic events may impact these classes differently and so these classes may have different perspectives on historic events. Emphasis should be placed on the concept of class differences by teaching about the daily lives and characteristics of the various classes of people in antebellum South Carolina.

The **elite** were the wealthy, upper class, planter aristocracy who were land rich. The elite owned 20 or more slaves and attained their wealth from the cultivation and sale of the cash crops, cotton and rice. Although the elite had lived only along the coast in colonial times, by the antebellum period they lived in the midlands and the upstate as well. The children of the elite were often educated by private tutors or at private schools in South Carolina and abroad. The elite had greater political power and influence in the state because of their wealth and social standing and made laws that protected their interests, especially their interests in slavery.

The **middle class** were tradesmen, merchants, shopkeepers, physicians and attorneys, and could easily earn a living during prosperous economic times. They were most likely to live in cities and towns and had some political and social influence in their neighborhoods. They may have owned a few slaves to do household chores. Children of the middle class were taught to read and write and might pursue a profession like their fathers.

The **lower class** were unskilled and uneducated and often landless. Their job prospects were very limited. Those who could afford to hire them preferred to use slave labor. Often lower class people squatted on a piece of land and engaged in subsistence farming. Children of the lower class were uneducated as there were no public schools and their parents were also uneducated and needed the children to work. They had little social or political influence.

Independent farmers owned small farms which they worked themselves with the aid of family members. Some independent farmers owned a few slaves but worked side by side with them in the fields. The children of independent farmers might be educated at home. The majority of farming in the state, especially in the upstate, was done by independent farmers. As independent farmers were more successful in growing cash crops and became more prosperous, they bought more slaves and increased their social and political standing. Some even became members of the elite. At the time of the Civil War not all white South Carolinians owned slaves.

Free African Americans usually had a particular skill, such as carpentry, or a talent, such as music-making. This skill led them to be hired out by their masters. Some were allowed to keep a portion of the money they earned from being hired out which they saved to buy their freedom. Others had been given their freedom by a master for some special deed or service, although this became much less likely (and illegal) after the slave revolt of the early 1830's. Their skill or talent allowed them to earn a living in the towns or cities of the South. Others were independent farmers. Many stayed in the region because they had family members who were still enslaved. They worked to earn money to buy the freedom of wives and children. The children of freed African Americans might be taught to read and write at home but there were no public schools provided for them. Although free African Americans in the South had more economic opportunity than free African Americans who lived in the North because of their special skills, they did not have political or social equality with other Southerners. They had to pay a special tax and carry their freedom papers wherever they went. They lived in fear of being returned to slavery.

Enslaved African Americans were an unpaid labor source who were bought and sold and considered the property of their white masters. Slaves were allowed few personal freedoms and had to carry a pass issued by their master to travel from one plantation to another. Many enslaved African Americans were born and died on the same plantation where they lived in one- room slave cabins under the strict supervision of their masters. Others were sold upon the death of their masters, when they were disobedient or when the master needed extra cash. Families were divided by such sales. Slaves, including women and children worked from sun-up to sun-down in the fields or in the master's house. They were not paid but were given a few clothes and limited amounts of food by the master. It was illegal for slaves and their children to learn to read and write because such knowledge might allow them to escape their masters. Slaves who disobeyed the rules or tried to escape were punished, sometimes severely.

Students should be able to compare and contrast characteristics of each class. Students should also be able to discuss the positive or negative impact of each of these characteristics on the daily life of each class.

It is not essential for students to know the hierarchy within each class or the names of particular individuals who were members of each class. They do not need to remember the style of dress or the

social habits of each class. However, such details would help students to understand the differences that social class distinctions fostered. Students do not need to know what slaves ate or the difference between the task system and the gang system. They do not need to know the social distinctions between house servants and field hands. They do not need to understand the role of the driver or the overseer. Students do not need to know the relative numbers of the members of each class. However they should understand that there were few free African Americans and that a majority of the population of South Carolina was African American slaves.

Assessment guidelines:

Appropriate assessment would require students to **compare** the daily life of various classes in South Carolina including the elite, the middle class, the lower class, the independent farmers, and the free and the enslaved African Americans. Therefore, the primary focus of assessment should be to **classify** characteristics of the various classes as alike and/or different and **conclude** how these characteristics impacted the daily lives of individuals. However, appropriate assessments should also require students to **identify** the various classes based on their description; or **illustrate** the daily lives of the various classes by their characteristics.